Proceedings of the Government of His Highness the Maharaja of Mysore, dated 7th April 1906 (Muzrai).

READ.—

Petition Registered No. 1878, dated 10th November 1904, from Dorabala Jina Dasa Sastry, a member of the Jain Community and Adhyaksha of the Sanskrit Patasala at Sravanabelagola, Channarayapatna Taluk, praying that he may be admitted in His Highness the Maharaja's Sanskrit College, Mysore, for purposes of study.

(2) Correspondence ending with Docket No. 30, dated the 23rd March 1905, from the Secretary to the Managing Committee of His Highness the Maharaja's Sanskrit College, reporting on the above.

ORDER No. 4549-51, DATED 7TH APRIL 1906.

On the representation made by the Inspector-General of Education on a previous petition of Dorabala Jina Dasa Sastry, the Government were pleased to sanction in January 1900, the admission of Jain students of the Sravanabelagola Sanskrit Patasala to the annual examinations of His Highness the Maharaja's Sanskrit College at Mysore in Sahitya and other subjects excepting the Vedas and the Upanishads. Several students of the Sravanabelagola Sanskrit Patasala accordingly appeared for and passed the Mysore Sanskrit College Vidyarthi Examinations between the years 1900 and 1904.

2. The petition of Dorabala Jina Dasa Sastry, a member of the Jain Community, is for his admission into the Sanskrit College at Mysore, to enable him to prosecute his studies there. With regard to this, the Government observe that His Highness the Maharaja's College at Mysore, was originally started for the purpose of instructing Brahmin students in the Vedas and Vedangas, that the staff of Pandits who are all orthodox Brahmin Pandits are averse to the admission into the College of any, but Brahmin students, and the managing Committee of the College deprecate the innovation applied for. Having regard therefore, to the origin and history of the College, the exclusive character of the subjects therein taught and the teachers employed in it, the Government consider it inexpedient to disturb the smooth course of progress by admitting Non-Brahmin students into the College. The petitioner will therefore be informed that the Government of His Highness the Maharaja regret their inability to comply with his request.

L. ANANTHASWAMI RAO,
Secretary.

To—The President of the Managing Committee of His Highness the Maharaja's Sanskrit College, Mysore.
The Inspector-General of Education in Mysore.
The President of the Bangalore Sanskrit College, Bangalore.

No. 18.

Mr. S. P. Rajagopalachar's Note on the improvements needed in the Maharaja's College, Mysore.

The object of this note is to set forth as briefly as possible the improvements needed, immediately and in the next few years to come, in the Maharaja's Sanskrit College, Mysore.

These improvements may be classified under the following heads, and each point dealt with separately:—

1. Staff. 2. Buildings. 3. Boarding arrangements. 4. Course of studies. 5. Other matters of a miscellaneous nature.

I. Staff.

The following statement shows the subjects now taught in the College and the teaching staff entertained:—

No.	Subjects	Number of classes	Present staff
1	Veda Bhashya	Nil	One Professor.
2	Yagnika Prayoga	Old Vidwat, Part I—II	Nil. (Veda Bhashya Professor is teaching.)
3	Purva Mimamsa	Intermediate, I	One Tutor only.
4	Dharma Sastra	Old Vidwat, Part I	Do
5	Jyothisha	1. Intermediate, I 2. Old Vidwat, Part II	One Professor only.
6	Navina Tarka	1. Intermediate, I 2. Do II 3. Old Vidwat, Part II	One Professor and one Tutor.
7	Prachina Tarka	1. Intermediate, I	Nil. (Navina Tarka Tutor is teaching.)

No.	Subjects	Number of classes	Present staff
8	Adwaita Vedanta	1. Intermediate, I 2. Old Vidwat, Part II 3. Mahavidwat	One Professor only.
9	Visistadwaita	1. Intermediate, I 2. Old Vidwat, Part I	Do
10	Dwaita Vedanta	1. Old Vidwat, Part I 2. Mahavidwat	Do
11	Vyakarana	1. Intermediate, I 2. Old Vidwat, Part I 3. Do II	Do
12	Sahitya	1. Intermediate, I 2. Do II 3. Final	One Professor and two Tutors.
13	Itihasa and Purana	Nil	Nil

The present number is hardly sufficient to cope with the work, and the following Professors and Tutors are needed immediately:—

One Professor for Prachina Nyaya
Do Mimamsa.
Do Purana.
Two Tutors Vyakarana.
Three Tutors the three Vedantas.
One do Tarka.
do Jyothisha.

This addition to staff of the above will mean an additional monthly expenditure on the average of Rs. 577-8-0. *Vide* Appendix A.

In the course of a few years, classes will have to be opened for all the thirteen branches of Sanskrit learning, sanctioned to be introduced into the College. When it is done, there will arise the need for the services of 13 Professors and 26 Tutors, calculated on the basis of one Professor and two Tutors for each of the branches. There are at present 8 Professors and 5 Tutors and, as requisitioned above, 3 more Professors and 7 more Tutors will have to be appointed early next year. Hence, after these appointments are made, within the next few years, 2 more Professors and 14 Tutors will be required.

Regarding the grades of the Professors and Tutors, it may be stated that the present grades of 50—5—100 and 30—2—50 for Professors and Tutors, respectively, may be changed into 50—10—100 and 30—4—50, thus effecting a reduction of the period for reaching the maximum of the grades from 10 years to 5 years. The average increase per month involved in this change affecting the existing staff will be Rs. 100. *Vide* Appendix B.

It may be added that the opening of classes for the pursuit of studies connected with the Maha Vidwat Course is depended upon sanction being accorded to the entertaining of the staff as requisitioned above.

Similarly, the pay and grades sanctioned to some of the Assistant Masters of the High School Department are not sufficiently attractive. Hence the need for changing the grades 25—1—30, 20—1—25 and 15—1—20 into the grade of 25—3—40 and thus render them all uniform.

In the course of a couple of years, there will be the need too for the services of a competent English Graduate, preferably a Science and Sanskrit man, who will have to take up the teaching of Elementary Science in the High School classes, and he will have to be placed in the grade of 75—10—125. For details of cost as per present scale and proposed scale. *Vide* Appendix C.

2. *Board Office Establishment.*—Much of the work transacted in connection with the Board of Sanskrit Studies and Examinations in Mysore being of a technical character, and being also of an onerous nature, an Assistant, who is well versed in many of the branches of Sanskrit learning, having at the same time a sufficiently good knowledge of English, is always to be employed. And, unless the appointment carries with it an attractive salary, no good and competent men will be forthcoming. Hence

arises the need for making the appointment a graded one, *viz.*, 45-3-60. In addition to this, there will soon be the need for the services of an additional clerk on at least Rs. 25 to cope with the ever increasing work connected with the Board. *Vide* Appendix D.

3. *Library and Reading Room*:—After a couple of years the need may arise for engaging the services of a separate Librarian on Rs. 30, of an Attender on Rs. 15, and of a peon on Rs. 8 making up a total of Rs. 53 in all. The excess of expenditure over that at present, involved in the change, will thus be Rs. 53. *Vide* Appendix D.

II. *Buildings*.—Government have recently accorded administrative sanction to certain works of improvement to the college building, including the reconstruction of a part of the existing hostel at a cost of about Rs. 19,000. In addition to this, the other improvements needed are:—

(1) Electric installation in one of the three main blocks of the College and also in all the students' lodgings attached thereto.

(2) In view of an increase in the number of classes at no distant date, additional accommodation will have to be provided for. This may to some extent be effected immediately, and without any heavy expenditure, by putting up a stair case in one of the verandahs of the main blocks of the College and connecting the roofs of the three blocks by means of bridges made to run in the intervening spaces. If this should be affected, the small rooms, enough for class work, will become at once available.

(3) If the strength of the College increases rapidly, more accommodation will be required and this can be done by putting up an upper floor to the building, as was once contemplated.

III. *Boarding arrangements*.—There are nearly 80 students in the Students' Quarters attached to the College buildings. To keep a strict watch over the conduct of the inmates, to supervise their work, and to guide them properly in their studies, are extremely important, and such onerous work can be entrusted only to a responsible Professor or Tutor of the College, as is being done in similar institutions of the Province. It is not, perhaps, too much to say that the question of residential quarters for the Superintendent may be taken in hand.

One of the Resolutions of the Special Committee of Sanskrit Education appointed by Government in their Order No. 3333-45—Edn. 193-15-7, dated 27th September 1917, was:—

(i) That in the College Department, all outside students be fed, arrangements if possible, being made for the common residence, for purpose of discipline, etc.

(ii) That to each student who is fed, an allowance of from one to three rupees a month be given for books, clothing and other contingent expenses.

(iii) That scholarships of from rupees four to ten, according to merit, progress and poverty, be given to all other students.

Government have given their general approval of the above Resolution embodied in the Report of the Special Committee, and in their order referred to above they say

(i) "That students of the Primary and Secondary Departments should be encouraged by being given small scholarships and prizes and by a free supply of books to a certain percentage of students."

(ii) "That students of the College Department should be given such stipends, as will cover their boarding charges and contingent expenses."

In accordance with the Resolution of the Committee and the sanction accorded by Government thereto, facilities are being afforded to students since the date of order. But the help that is being extended to them is only in the shape of scholarships. And the inconvenience now being felt in this matter is that most of the students in the College find it very difficult to make arrangements of their own for their boarding. Many students, particularly those who come from outside, find it hard to provide themselves with a healthy meal and there are specific instances in which they have fallen seriously ill and have even forsaken the studies and gone away. Hence, it seems desirable that some suitable arrangements should be made, immediately, for feeding those students of the College who cannot afford to make arrangements of their own. Enquires relating to the subject go to show that if proper arrangements are made for feeding, many more students, than has been the case till now, will seek admission into the College and thus the strength of the College will increase.

As to students of the Primary and Secondary Departments, they must also have some arrangements made for them in regard to their boarding. Some fifty of them are now being fed in the local Choultry and Ramanujakootam, but the remaining others are denied that privilege.

It is quite essential that the Sanskrit College should have a sufficiently large number of students in its Primary and Secondary Departments, since it is they who later on constitute the students of the College Department. If the number of students in these Departments should fall, the number in the College Department must necessarily fall also. Hence arises the necessity to look to the needs and welfare of the students of these Departments in particular.

Taking the present strength of the College into account, we find, roughly, that there are—

i.	In the College Department	75 students.
ii.	In the Primary and Secondary Departments	50 do
iii.	In the Veda Department	50 do
	Total	175

Of these 175 in all we may take it that 50 are being fed in the Chattram and Ramanujakootam. We assume that all these 50 belong to Primary and Secondary and Veda Departments only. Hence the remaining 50 of the above Departments and 75 of the College Department are to be provided for. We have statistics to show that of the 75 College students about 25 are, and will be, local students, who would naturally prefer to have boarding arrangements of their own. Some twenty at least of the students of the Primary and Secondary Departments will be from the locality. Hence we may say, finally, that arrangements are necessary for feeding 50 students of the College and 30 students of the Primary, Secondary and Veda Classes, totalling in all 80 students. In view of an increase in the number of students in the immediate future we may have to arrange for the boarding of at least 100 students.

Now to come to the financial aspect of the question: We have assumed as above that we shall have to feed immediately 80 students. Taking into account the prevailing rates in the market, it may safely be calculated that we require on the average Rs. 12 per student, per mensem, which means an outlay of Rs. 80×12 or Rs. 960 per month. Further, the fifty students of the College Department should be given stipends of Rs. 3 on the average, for the purchase of books, etc., and the students of the two other Departments Re. 1 each, calculated on the same basis. These amounts will come to $50 \times 3 + 30 \times 1$ or $150 + 30$ or Rs. 180. The total amount will be $960 + 180 = 1,140$. Now the question arises: How are we to meet this expenditure?

When 50 students in the College Department are fed, we can charge them on the average Rs. 9 which means Rs. 50×9 or Rs. 450.

When 30 students in the other departments are fed we can charge them on the average Rs. 2½ which means Rs. 75.

Therefore the total amount realised in this way will be Rs. $450 + 75$ or Rs. 525.

Therefore our deficit will be Rs. $1,140 - 525 = 615$.

Some portion of this deficit may be made good as follows:—

		Rs.
1.	Savings from Mysore College Scholarships	150
2.	Savings from Bangalore College Scholarships	50
	Total	200

The deficit even after this will be Rs. 415 or say Rs. 400. Government may be requested to make a special hostel grant of Rs. 400 to make good this deficit as hostel grants are being made elsewhere.

IV. Course of studies.—The course of studies prescribed for the several classes of the College was revised in the year 1917 and a syllabus was issued as per Government Order No. 3333-45—Edn. 103-15-7, dated 27th September 1917. Two years experience of the working of the syllabus unmistakeably pointed out that the burden of the student preparing himself for the examinations, according to that syllabus, was rather heavy and therefore recourse was had in 1919 to the effecting of a revision of the syllabus so as to minimise the work of the student, without, however, curtailing

the course of studies in such a way as to diminish the cultural value of Sanskrit studies. Now that the College has worked for a full year according to this revised syllabus of the year 1919, it has become apparent that the syllabus is all right but for one or two slight modifications yet to be made and that with these modifications indicated below the syllabus will be quite workable, requiring no change of a serious character for many a year to come.

The main difficulty in the working of the new syllabus is that Tarka is ushered in too early and Grammar too late. The result of these changes has been twofold; In the first place students find it hard to master even the rudiments of Tarka while they are yet in the lower rungs of the ladder, *viz.*, the Secondary Department, and, in the second, they find it extremely difficult to master all the fine intricacies of Grammar within two years, since the subject is introduced to them only in the Secondary IV Class and they are called upon to finish the whole course in Grammar in Secondary V. To overcome this difficulty some re-adjustments as casually indicated below will be necessary, without however, bodily changing, at any stage, the course of studies already prescribed. The only conspicuous changes in the syllabus will be :—

(i) The shifting of Tarka Sangraha to a higher class.

(ii) The study of Muktavali in two years instead of one.

(iii) The omission of Dinakari in the College classes.

(iv) Providing one more year to the study of Grammar.

(v) Omission of a critical study of the Sastras in the lower stage of the College course.

(vi) The introduction into the scheme of a higher course of studies in English pertaining to the mastery of the language, so that pupils, studying English in the Sanskrit College, may have a working knowledge of this foreign tongue.

(vii) Replacing some Mathematical portions in Jyothisha by Phala and Muhurta Bhagas.

(viii) Omission of science in the earlier stages of the Secondary course.

(ix) Omission of the study of the History of Sanskrit Literature in the Final course of the Vidwat Examinations.

(x) The shifting of studies of a critical character to the Mahavidwat course.

It may perhaps become necessary very soon to exempt students of Vedic Recitation from passing the Entrance Examination in Sanskrit, as students, capable of doing equal justice to both Sahithya and Vedas, may not be forthcoming, and enforcement of the rule to the effect, that each Veda student claiming the title of Vidwan must have previously passed the Entrance Examination, may result in the reduction considerably, of the number of students taking up Vedic Recitation.

Note.—A Special Committee may be constituted to work out in detail the question of changing the syllabus somewhat on the lines indicated above.

It may be added that a Sanskrit student must be made to feel that, when he comes out of his College, he will have no trouble in providing himself with the bare necessaries of life at least. Unless this is guaranteed, no amount of pressure, no amount of persuasion will be of any avail. But, it is hoped, that the curriculum of studies which includes in itself subjects as already prescribed, with certain modifications, will make the Sanskrit students really fit for the duties of a public servant and a public citizen, equally with a student who has pursued his studies in English to attain the same end.

Under this head it is enough if mention should be made of the need for the opening of classes, especially intended for the benefit of students in the local English schools. This provision does not involve any extra expenditure, while it satisfies the desire of some students who want to have some knowledge of Sanskrit, so that it may be of great use to them in the later stages of their life. Students, seeking admission into these classes, will be part-time students only, some others, desirous of devoting an hour or two for the study of the elements of Sahitya, Tarka, Vedanta and so forth. This system, if introduced and worked on the right lines, may fairly be expected to infuse into the minds of outside students also a sort of love for the sacred Sanskrit lore.

APPENDIX A.

No.	Designation	Pay		Maximum	Average cost
		Minimum	Rate of increment		
		Rs.	Rs.	Rs.	Rs.
1	Prachina Nyaya Professor	50	10	100	83⅓
2	Mimamsa Professor	50	10	100	87½
3	Purana Do.	50	10	100	87½
4	Vyakarna Tutor	30	4	50	45
5	Do	30	4	50	45
6	Adwaita do	30	4	50	45
7	Visishtadwaita Tutor	30	4	50	45
8	Dwaita Tutor	30	4	50	45
9	Navina Tarka Tutor	30	4	50	45
10	Jyothisha Tutor	30	4	50	45
	Total	360		550	577½

APPENDIX B.

No.	Designation	Present scale				Proposed scale				Increase per month
		Minimum	Rate of increment	Maximum	Average cost	Minimum	Rate of increment	Maximum	Average cost	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	Sahitya Professor	50	5	100	77½	50	10	100	87½	10
2	Do Tutor	30	2	50	41	30	4	50	45	4
3	Do do	30	2	50	41	30	4	50	45	4
4	Vyakarna Professor	50	5	100	77½	50	10	100	87½	10
5	Tarka Professor	50	5	100	77½	50	10	100	87½	10
6	Do Tutor	30	2	50	41	30	4	50	45	4
7	Adwaita Professor	50	5	100	77½	50	10	100	87½	10
8	Visishtadwaita Professor	50	5	100	77½	50	10	100	87½	10
9	Dwaita do	50	5	100	77½	50	10	100	87½	10
10	Mimamsa Tutor	30	2	50	41	30	4	50	45	4
11	Dharma Sastra Tutor	30	2	50	41	30	4	50	45	4
12	Jyothisha Professor	50	5	100	77½	50	10	100	87½	10
13	Veda Bhashya Professor	50	5	100	77½	50	10	100	87½	10
	Total	550		1,050	825	550		1,050	925	100

APPENDIX C.

1	Science Teacher					75	10	125	112½	112½
2	Kavya and Alankara Teacher	25	1	30	28½	25	3	40	36½	7½
3	Do Vyakarana Teacher	25	1	30	28½	25	3	40	36½	7½
4	Do do	20	1	25	23½	25	3	40	36½	12½
5	Do do	20	1	25	23½	25	3	40	36½	12½
6	Do do	15	1	20	18½	25	3	40	36½	17½
	Total	105		130	123½	200		325	293½	170

APPENDIX D.

	Clerical Staff.									
1	First clerk	50	3	65	61½	50		50	50	8½
2	Second clerk	29	1	25	29½	40		40	40	16½
3	Third clerk and Librarian	20	1	25	23½	80		80	80	6½
	Total	70		95	68½	120		120	120	33½
	Board of Sanskrit Studies and Examinations.									
1	Pandit Assistant	40		40	40	45	3	60	56½	16½
2	Clerk					25		25	25	25
	Total	40		40	40	70		85	81½	41½
	Library and Reading Room.									
1	Assistant Librarian					30		30	30	30
2	Attender					15		15	15	15
3	Peon					8		8	8	8
	Total					53		53	53	53

NO. 19.

Note by Mr. Mritunjaya Iyer improvement, needed in the Sanskrit College, Mysore.

The proposals of Mr. S. P. Rajagopalachari are:—

A. Increase to the staff of Sastra Professors and Tutors.

B. Doubling the annual increments of salaries of the Professors and Tutors, so as to admit of the maximum being earned in five years instead of in ten years.

C. Addition to the staff for English General Instruction (two years hence).

D. Revision of the establishment of the office of the Board of Sanskrit Studies.

E. Increase to the Library and Reading Room Establishment (two years hence)

F. Addition to the accommodation and installation of electric lights in the College premises.

G. Boarding arrangements for students.

H. Revision of the Courses of Study.

Of the above (D) Board Office establishment is a matter which does not concern the College proper. I see no need to discuss it here.

Proposals C and E relate to probable requirements two years hence and they may well be reserved for the present.

F. *Accommodation.*—The question of improving the accommodation deserves favourable consideration. It will be useful not only to the College but also to the public, as the additional accommodation proposed will also serve as a hall for occasional cultured Conversazioni and Public Lectures by Pandits and Oriental scholars.

G. Free boarding has certainly its own advantages over the grants of scholarships in cash. But in the deep-rooted sectarian differences among the Orthodox Brahmins, I am not confident that common dining halls, even if separate, for the three main sects, will be appreciated even by those for whom it is intended and what is more, worked smoothly by officials placed in charge thereof. I shall be really pleased if any misgivings in this respect can be belied by actual work. I have therefore no objection to the Boarding house being tried as an experimental measure for a year or two. Even here I would suggest that the acceptance of cash stipends or free boarding in the alternative be left to the option of the students even in the case of those who have no houses in the City.

In regard to the financial aspect, I find that very recently in June 1920 the Government have sanctioned Rs. 1,135 a month on account of scholarships to the students of this college as against Rs. 622-5-0 previously sanctioned. This enhanced provision must be sufficient to meet the cost of the boarding on the lines proposed if only that can be worked successfully to the satisfaction of the students. This amount may, for budget purposes, be taken as the standard allotment subject to the understanding that if at any time the provision be exceeded by reason of increasing in the number of students fed or of a rise in the market prices of provisions, special sanction be obtained for the amount of excess expenditure so actually incurred.

As regards the staff (A), In para 31 of their report of January 1916 the Special Committee have said as hereunder:—

"In accordance with these requirements, the Committee have proposed such staffs for the two colleges as they have deemed adequate for the present and for sometime to come. Provision is made for a Professor of highest qualifications in each of the important special subjects with an additional teacher where necessary and for only teachers of a junior grade where such alone will do. As students increase in number, more teachers of a junior grade may be added to the staff. Detailed statements of the proposed staff of the two colleges are given in Appendix H."

These proposals were accepted by the Government and accordingly there are on the college staff eight Professors and five Tutors.

It is now proposed to strengthen the staff by three more Professors and seven more Tutors.

The following statement shows the strength of the several Sastra classes in 1916-17 and now and also the teaching staff as now existing and additions thereto proposed:—

Subject	1916-17		1920		Present staff		Proposed increase	
	No. of classes	No. of students	No. of classes	No. of students	Pro.	T.	Pro.	T.
Adwaita ...	2	5	2	5	1	...	...	1
Visishtadwaita ...	1	2	2	4	1	...	...	1
Dwaita ...	2	4	2	3	1	...	...	1
Meemamsa ...	2	4	3	5	...	1	1	...
Jyotisha ...	2	2	2	3	...	...	...	1
Tarka ...	6	23	6	21	1	...	1	1
Vyakarana ...	4	13	4	10	1	...	...	2
Sahitya ...	5	32	3	16	1	2	...	...
Dharma Sastra ...	...	...	2	5	...	...	...	...
Yagnika ...	...	...	2	3	1	...	...	...
Ithihasa ...	...	...	...	...	...	...	1	...
Total ...	24	88	28	75	8	3	5	7

In furnishing the information about the strength of the College, the Principal writes:—

"It may be stated that the three present classes, *viz.*, Secondary III, IV, and V which we now regard as belonging to the High School Department, were considered three years ago as College classes proper. Hence the disparity in the numbers then and now must be considered with this point in view."

Whatever it be, it may be safely said that on the whole the students have not increased in number so as to justify a recommendation for an addition to the staff of teachers on that score. But in an advanced institution like the Sanskrit College, it will be futile to attempt to regulate the professorial staff solely on considerations of the numerical strength of the students as a whole. For, there should necessarily be a competent professor to teach every subject of advanced study even if that should be taken up only by a single student. In fact, even in English Colleges, students drop off as the standard of study advances and hardly one or two hold out to the end and finally go up to the highest class.

Considering the requirements of the College in this view it will be seen that there are no Professors to teach Purva Mimamsa, Dharma Sastra, Prachina Tarka, though there are students actually studying these subjects and they are all advanced subjects which can be satisfactorily taught only by Professors who have made a special study of the respective subjects and attained a high degree of proficiency therein.

Mr. Rajagopalachar's proposal for the Professor for Prachina Nyaya and one Professor for Mimamsa needs no further apology. But his proposal to appoint a Professer of Purana and Itihasa is not convincing as there are no students studying the subjects at present. I would therefore modify his proposal in this respect and suggest the appointment of a Professor for Dharmasastra which has already two classes with five students, reserving the professorship of Itihasa and Purana for consideration later on when students come forward to make a special study of the same.

The appointment of two Tutors for Vyakarana and one for Tarka has also my ready support, in view of the large number of students studying each of the two subjects.

Turning to Jyotisha, there are only 3 students and I fail to see the need for a Tutor in addition. If, however, the course of study is improved on certain lines suggested by me *infra*, the Professor will then certainly require some help and the appointment of a Tutor or two may then be considered.

Lastly, it is proposed to appoint one Tutor for each of the Vedanta classes. Both in the Advaita and the Dwaita section there is a student of the *Maha Vidwat* course. In regard to these Mahavidwat students, the Special Committee in para 26 of their report of January 1916 have stated as follows:—

"The students will prosecute their Post-Vidwat Studies with the aid of the College Library which will have to be equipped with all the necessary books of references and under the guidance of the Senior Professors who will have occasionally even to teach them those portions which cannot otherwise be mastered. These Fellows may also teach the subjects of their special study for an hour or so every day, to the College classes under the guidance and supervision of the Senior Professors."

These Mahavidwat students therefore may well help the Professors by teaching their juniors just as students of Master of Arts attending English Colleges do. The appointment of a Tutor for each of the Vedanta Classes my therefore be reserved too.

Mr. S. P. Rajogopalachar's proposals to improve the grades of the salaries of Professors and Tutors are certainly entitled to much weight. But in view of the fact that the grades were sanctioned only recently 3 years ago, I would suggest a slight modification as below :—

Professors	50—5—70	4 years	7 years
	70—10—100	3 years	
Tutors	30—2—38	4 years	7 years.
	38—4—50	3 years	

Several of the Professors and Tutors might have already had three increments under the present grades, and after they get the fourth increment shortly, their future prospects might be improved, as above.

Lastly referring to the proposals for a revision of the curricula of studies, I beg to point out that the curricula sanctioned in the Government Order of 27th September 1917 were revised in July 1919 on the recommendation of the Board of Studies made with a view to lighten the course of studies of the students. I append a printed copy of the Government Order on the subject.

Now it is represented that after a year's working it is found that "Tarka has been ushered in too early and Grammar too late." This inconvenience has been the result of the revision recommended and accepted by the Government just a year ago.

To set matters right again, certain modifications are now proposed. I think it will be more appropriate to leave the proposals in this respect to be considered by the Board of Sanskrit studies as a matter falling within their functions under para 16 (iv) of the Government Order of 27th September 1917.

I therefore refrain from discussing the proposals here. I however wish to say a few words regarding the Vidwat course of Jyotisha. Here the proposal to replace some mathematical portions by Phala and Muhurta Bhagas is in my humble opinion, a retrograde step tending to defeat the object of the study.

"Astrology is a science and astrologers are frauds" is a common saying which is only too true in actual experience. The first portion is a recognition of the scientific perfectness of the investigations and mathematical calculations of the ancient Hindus in the Field of Astronomy and Astrology, while the 2nd half of the saying is an expression of the bitter experience which several have had at the hands of astrologers, who are absolutely ignorant of the calculations of Horoscopic chart and yet manage to succesfully play off their wits on credulous seekers of their fate more or less in the same way as a medical quack plays his game with sufferer of disease and aspirants for health.

The Institution of a Vidwat course of study in Jyotisha carries with it the responsibility of confirming the scientific basis of Astrology and of blotting out the odium attached to astrologers as frauds. To do justice to this responsibility, it is very essential to so frame the course of study as to assure a perfect knowledge of the science in all its branches in the proficient passed out with Vidwat Diploma under the seal of the College.

Astrology is divided into four parts :—

1. Ganita, 2. Muhurta, 3. Prasna and 4. Phala.

Of these Ganita is the essential basis common to all the other three which are only so many special branches of astrology each independant of the others. To do away with the Mathematical portions of the study is to dispense with the foundation in the case of a building. If astrologers prove frauds in spite of their profound honest study of the science, it is because they fail to assure themselves of the correctness of the Horoscopic chart placed into their hands either through ignorance of

Mathematical calculations or through evasion of the task which sometimes entails long and laborious figure work. The result is that the forecasts based on wrong data of Lagna, Native star and planetary positions miserably fail, carrying with it a wholesale condemnation of all astrologers as frauds.

As a practical example I may refer to the fact that every astrologer will claim to have studied Bhrahat Jataka a recognised standard work of the science ; and yet when a horoscope is placed into his hands, he avoids dealing with it in accordance with that text, for the simple reason that the very determination of the order of Dasas and Bhukties as expounded in Bhrahat Jataka entails an intelligent examination of the relative strength of the several planets based on laborious calculations of their 'Bhavastanas' and 'Shad Balas'' ; and this is a task which very few will venture to enter upon without a strong grounding in the mathematical methods of Sripathipaddathi a short but extremely terse exposition of the science almost in a nut-shell.

It is therefore suicidal to reduce the mathematical portion of the science which in the manner handled by the Hindu scientists are all easily worked out under the first four rules of arithmetic. It does not require a superior knowledge of mathematics to master the rules of calculations in this respect, though a high degree of proficiency in advanced mathematics is essential to understand the rationale of the rules ; but the ordinary student of Astrology may rest content with accepting the rules just as the student of elementary arithmetic is made to accept without question the rules taught to him for converting simple and recurring decimals into vulgar fractions and *vice versa*.

I would even go a step further and submit for consideration the necessity for giving to the students of Jyotisha practical lessons in the observation of the positions of stars, constellations and planets at nights with the naked eye and through the medium of a telescope. The equipment of a small observatory just for the purpose of this study will not be prohibitively costly ; on the other hand it will be a valuable help in the way of inducing an intelligent study of the science both by the students of the college and by the students of Western Education.

I beg leave to take this opportunity for making a few suggestions in regard to the curriculum of study in the High School classes of the College.

The pre-collegiate course now comprises a course of 3 years' study commencing from the Preparatory standard ; and the students will at the end of this course have acquired knowledge as hereunder :—

Sanskrit :—Sahitya Nataka standard with elements of Alankara.
Vyakarna Preliminary portions of Siddanta Kaumadhi.
Tarka Muktavali.
Mimamsa Artha Sangraha
General, select portions of other subjects according to the subject of special collegiate study.
English, Matriculation standard.
Science, Elementary portions of Physical and Natural Science.
History, outlines of Indian History.
Geography, outlines of the World.
Arithmetic, Vulgar and Decimal fractions and Practice.

Equipped with such learning, the student takes up the special study of higher Sastras. Here he does not pursue the study of English and yet he is expected to master the History of Sanskrit Literature and Language, a study which even eminent scholars of Oriental and Western learning take years to grapple. The subject is one which requires a scholarly knowledge of English and Sanskrit Literature in all their branches and also advanced special study of History ancient and modern and Ethics of the Greek and European schools of Philosophy. It may therefore be omitted as proposed.

Turning to the secular subjects, the standard of English up to the Matric standard may be said to be high enough ; but the equipment in the subjects of general knowledge, Mathematics, History and Geography and Science is too poor to be of any help to the student in after life. The result is that while the knowledge of English soon wears out in the intensive and exclusive study of Sastras in the Collegiate classes, the little of Arithmetic, History and Grammar taught in the earlier years of the Pre-Collegiate course is almost forgotten in a very short time. It is therefore no wonder that when the student comes out of the College, he finds himself hopelessly

stranded without the least prospect of a public employment all for want of a sufficient knowledge of the secular subjects associated with the practical work of life.

I would therefore beg leave to suggest that the Pre-Collegiate course be made more useful by a revision of the course of study providing for Elementary Mathematics, History and Geography up to the School Secondary Leaving Certificate standard so that the student may find himself placed on a par with those similarly equipped in English schools, at least for purposes of eligibility to the service and other privileges attached thereto.

To provide for this necessary instruction in English and Secular subjects, the lessons in Sanskrit proper may be curtailed by eliminating the study of Siddanta-Kaumadi, Tarka Mimamsa and other optional subjects prescribed for standards IV and V of the Secondary course.

At present the rule seems to be that a candidate seeking admission into any of the College classes should have necessarily passed the College Entrance Examination. This restriction is hard to work in practice. In the first place it is not possible for any student of the Vedas (Recitation) to go through the whole course of Sanskrit language, English and General subjects all together. Even in the case of Sastra students, several hail from outside and it is not possible to expect them to have studied English and other subjects according to the course prescribed here.

I would therefore suggest that in the case of students of the Vedas studying in the Pre-Collegiate classes it will be sufficient if in addition to the Vedic recitaion they undergo the course in Sanskrit Kavya to the exclusion of English and Secular subjects while students seeking admission into any of the college classes Veda Bhasya or Sastras might be made to pass an Entrance Examination only in Sanskrit Kavya of the standard prescribed unless they produce certificates or other evidence of already possessing such knowledge of Sanskrit.

The preliminary and secondary classes will still be useful for the education of the local students; the study of English and secular subjects in the secondary course may be made optional.

The secondary course will then be as follows :—

1. Veda students	...	Sanskrit and Vedic Recitation.
2. Sastra students	...	Sanskrit and the preliminary portions of Tarka, Vyakarana and Mimamsa.
3. General students	..	Sanskrit and English subjects (*viz.*, Language Mathematics, History and Geography).

The course in Sanskrit may be common to all the three sections. The curriculum may be as it stands at present deleting only the compulsory study of Tarka (Muktavali), Vyakarana (Siddanta) and Meemamsa which may be made the subject of second study for the students of special Sastras.

The course in English and secular subjects may then be conveniently recast as to run on parallel lines with that prescribed in the English Schools. It may be made common to both the Sanskrit colleges so that the students passing the Entrance examination may be qualified either for entry in the service on a par with the School Secondary Leaving Certificate candidates or to take a college course in Sahitya and English in the Bangalore Sanskrit College.

I do not wish to be understood as shutting out the students of Veda and Sastras from the study of English. By all means let them also attend the English classes if they wish to do so and can study the language without prejudice to their other studies. But I fear it will be attempting too much ; and all the subjects might suffer. In the case of Sastra students desiring to acquire a knowledge of English, the more effective way will be to give the students of the Vidwat course the option of attending the English lessons in the secondary classes confining their study to the language and *one* other subject (either history and geography *or* mathematics) which latter may be easily mastered by them through the medium of the Vernacular. Such Vidwat candidates will be able to pursue a post Vidwat course in the History of Literature, Philology, Ethics or any other subject associated with eastern culture and to supplement the study by researches of their own.

I content myself for the present with submitting for consideration the main outlines of my proposals as above leaving the details to be developed by a Sub-Committee if the outlines scheme be viewed as deserving of further consideration.